

Waltham Leas Primary Academy



Equality Information and Objectives Policy

October 2025

Equality Statement

This policy is in accordance with The Equality Act 2010. It seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

The Equality Act 2010 brings together all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivering all kinds of services and in the context of this policy in all aspects of the provision of an education.

The Equality Act 2010 replaces all the existing equality law including:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995

Whether at work as an employee or in using a service, the message (or purpose) of the Act is that everyone has the right to be treated fairly at work or when using services.

The Act protects people from discrimination on the basis of certain characteristics, known as the 'protected characteristics' and they vary slightly according to whether the person is at work or using a service.

These characteristics are:

- Age
- Disability
- Gender Reassignment
- Marriage or Civil Partnership
- Pregnancy and Maternity
- Race
- Religion / Belief
- Sex (Gender)
- Sexual Orientation

In England and Wales, the Act applies to all maintained and independent schools, including Academies, and maintained and non-maintained special schools.

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of any of the above protected characteristics.

The Act makes it unlawful for the governing body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

In order to meet our general duties listed above, the law required us to do some specific duties to demonstrate how we meet the general duties. These are to:

- publish equality information- to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identify any children).
- prepare and publish equality objectives.

In order to do this, we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- admissions
- attendance
- attainment
- exclusions
- prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- recognise and respect diversity
- foster positive attitudes and relationships and a shared sense of belonging
- observe good equalities practice, including staff recruitment, retention and development · aim to reduce and remove existing inequalities and barriers
- consult and involve widely
- strive to ensure that society will benefit

Our schools' aims statement values the individuality of all of our children.

- We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs.
- We offer a broad and balanced curriculum, and have high expectations of all children. We aim to ensure that no one experiences less favourable treatment or discrimination due to their age, disabilities, ethnicity, colour or national origin, gender, their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We aim to diminish the difference between the pupil premium and non-pupil premium children in Reading, Writing and Maths across the year groups.
- The achievements, attitudes and well-being of all our children matter.

School Policy Statement On Equality and Community Cohesion

Our school is committed to equality both as an employer and a service-provider:

- We make every effort to ensure that everyone is treated fairly and with respect. We make every effort to ensure that our school is a safe, secure and stimulating place for everyone. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils, extra support is needed to help them to achieve and be successful. We make every effort to ensure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council. We make every effort to ensure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently

had a baby; their religion or beliefs; their sexual identity and orientation.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may not do as well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents.

Responsibility

We believe that promoting Equality is the whole school's responsibility.

School community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all of the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents
Senior Leadership Team	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. ⁴ Design and deliver an inclusive curriculum. To be aware of the responsibility to record and report prejudice related incidents
Support Staff	Support teaching staff and senior staff in the above.
Parents	Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head teacher on how pupils and parents/carers, staff and the wider school community is tackling inequality and achieving equality of opportunity for all.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality Policy, Information and Objectives and our published equality information and equality objectives by publishing them on the school's website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and the Governing Body.

Equality Objectives

Our equality objectives are based on our analysis of data and other information. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage.

1. To monitor and analyse pupil achievement by ethnicity, disadvantage and special educational need and act on any trends or patterns in the data that require additional support for pupils.
2. To deliver a broad and balanced curriculum, that provides opportunities for all pupils to achieve the highest standards of education, using specialist programmes and dedicated resources to support pupils who need it the most. We will deliver a programme of assemblies, outside visitors and educational visits to promote the ethos of equality to pupils and help pupils develop good relationships with people of different characteristics.
3. To raise levels of parental and pupil engagement in learning and academy life, across all activities including regular attendance to ensure equity and fairness in access and engagement.

The implementation and impact of these objectives will be monitored and reviewed by the Headteacher by:

- Reviewing pupil progress and attainment for different sub-groups (e.g. boys vs girls, Pupil Premium, SEND and Children in Care) annually in the autumn term, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.
- Monitoring parental engagement and attendance.